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by Diah Kurniati, Fina Fakhriyah, Dan Mila Roysa

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Diah Kurniati¹, Fina Fakhriyah², Mila Roysa³

¹Department of English Education Muria Kudus University, Indonesia

²Department of Elementary School Teacher Education Muria Kudus University, Indonesia

³Department of Elementary School Teacher Education Muria Kudus University, Indonesia

Email: phienaim16@gmail.com

ABSTRACT

One of the problems faced by the elementary school teachers in Demak regency especially teachers in SD Wilallung 1 Gajah Sub district and SD 1 Karanganyar, Karanganyar sub district is that not all the teachers have the same understanding about thematic learning by using scientific approach. Moreover, it seems that the teachers haven't ever made student worksheet (LKS) using scientific approach. Teachers tend to accept what the government has decided about teaching material as it is without any development. Even though, teachers, as facilitators should be able to develop teaching material which is written on teacher's book or student's book adjusted with the condition in each school environment and adjusted with characteristics of students' ability. The aim of this community service entitled composing student worksheets training to improve elementary school teachers' quality in teaching is to make easier the implementation of scientific approach in thematic learning for the elementary school teachers in Demak regency. Generally, the work procedure of this activity consisted of 4 stages: planning, implementation, trying out of the LKS and final product of LKS. The result of this community service is that all the participants were able to compose appropriate LKS based on scientific approach implemented on integrated thematic learning. During the training they were also enthusiastic and tried to be involved in all activities. Since the ability to compose LKS is very important for the teachers, it is suggested that there must be continuously training about it not only for the elementary school teachers in Demak regency but also elementary school teachers in other regencies

Key Words: teaching material, student worksheet

INTRODUCTION

Primary education plays an important role to improve and develop qualified human resources. Through education, a country can develop and improve its society's welfare. To improve the quality of learning process which focuses on the improvement of educational outcomes which later becomes the outcomes for stakeholder as well as the improvement of education which is relevant to the demand of industrial world with regards to the individual self-development to be religious, have good characters, independent and master up to date science and technology. It needs to have a strong, but flexibel educational framework which can be used as our goals, ways, means and subject matter which can control and evaluate teaching learning process which is usually known as curriculum.

The newest curriculum which is being implemented in some schools in our country is curriculum 2013. Actually not all schools in Indonesia,

especially in Demak regency are implementing this curriculum. However, the implementation of curriculum in some schools make teachers feel confused and have difficulties especially in implementing scientific approach as well as in giving evaluation. One of the causes is because not all teachers especially elementary school teachers have got training and socialization about curriculum 2013. Although our government has prepared text book for teachers and students, it seems that it can't overcome the problems faced by the teachers. Many elementary school teachers seem not implement scientific approach yet in teaching learning process as it is mentioned in curriculum 2013. They tend to use direct approach and limited teaching model.

Curriculum 2013 can be implemented effectively if it is supported by teachers who have well understanding about that curriculum. Firstly is understanding about material, method, strategy, learning

approach and evaluation technique which is appropriate with learning goals and success indicators. Next is understanding in presenting the material which is integrated thematic based using scientific approach. The thematic based in learning process is aimed at connecting some subjects, meanwhile scientific approach is aimed at making students be more active, creative, able to think critically (higher order thinking), and able to make hypothesis. In addition, scientific approach also supports students' understanding process which is more important than learning outcomes since understanding about material being studied will have meaning if it is done by the students themselves. Therefore, in learning process it needs conceptual understanding. It is in line with constructivism approach which states that the learning goal is to build concepts or principles based on individual ability (Suparno, 1997)

Based on permendikbud No. 65 year 2013 it is mentioned that the activity of scientific learning is done through the following process: observing, questioning, exploring, associating, and communicating. These five learning experiences can be implemented in learning strategy or model, method, or technique used by teachers. Through scientific approach students will be more active in constructing science and skill. It can also support students to do investigation in order to find facts from phenomenon or event. One way to train students to do investigation is by using student worksheet.

Student worksheet or LKS in short is a means to help students in order to get additional information about concepts that have been studied through systematic learning (Suyitno, 1997). LKS consists of tasks which must be done by students. It usually consists of direction and procedures to finish tasks given by teachers. There are several functions of LKS: (1) It can be used as guidance for students in doing learning activities such as doing experiment. LKS consists of tools and materials and work procedure (2) It can be used as observation sheet, in which LKS provides and guides students to write down observation result. Moreover, it consists of tables which can be used to note the data of measurement and observation. (3) It can be used as discussion sheet in which LKS consists of questions which lead students to have discussion in order to have conceptualization. (4) it can be used as finding sheet (discovery), in which students can express their finding that is new things that they haven't known before. (5) it can be used as a means of training students to think critically in learning process (6) LKS can improve students' motivation to study if the learning activities provided in LKS is more systematic, colorful and interesting.

Actually, there are a lot of student worksheets produced by publishers and they are used by teachers of elementary school. However, it seems that those student worksheets are not appropriate yet since they are not adjusted with the scientific approach which will be implemented in integrated thematic learning. Moreover, the student worksheets are not also adjusted with the

condition of the students. It will be better then, if the student worksheets are prepared by the teachers themselves since the teachers know the real condition of their students. However, it seems that the elementary school teachers especially in SD I Wilalung Gajah Regency and don't have well ability in composing student worksheets adjusted with scientific approach. Moreover, they also don't have well understanding about the implementation of scientific approach in integrated thematic learning.

Based on the explanation above, the community service team are interested in conducting community service activity entitled Composing Student worksheet Assistance to Improve the Elementary School Teachers' Quality in Teaching in Demak Regency.

RESEARCH METHODS

The method which was implemented in this activity was referring to Participatory Learning Method (PALM). PALM is a society participative learning method which is used to identify problems and formulate solution together (Prawoto, 2012). Based on that approach, the method used in the training were: lecturing, discussion, question and answer and field practice. In this case the training participants did the field practice directly, individually or in groups according to the guidance from the trainers. After that, they did field observation which was implemented to improve participants' mind. In this training, all the participants were involved in the process of composing student worksheets. There were two ways communication, from the participants and the trainers.

RESULT AND EXPLANATION

A. PREPARATION AND COORDINATION

The first step of conducting this community service was doing coordination with the community service partners, SD I Wilalung Gajah subdistrict which has 11 teachers and SD I Karanganyar, Karanganyar subdistrict which also has 11 teachers. The results of coordination are as follows:

- 1) Problem related to scientific approach understanding was solved by giving socialization about curriculum 2013 and its implementation in teaching learning process.
- 2) Problem related to scientific approach in integrated thematic learning for elementary school teachers was solved by giving the following trainings or assistance :
 - a. Composing and adjusting core competence and basic competence of the same theme to be integrated among materials.
 - b. Composing and collecting references which are related to scientific learning and steps of

scientific approach which would be used as teaching materials.

- c. Scientific approach steps which are appropriate with integrated thematic learning
- 3) Problem related to how to compose student worksheets as teaching materials which is appropriate with scientific approach procedures was solved by giving assistance for the elementary school teachers. The materials for the training are as follows :
 - a. Composing text format in student worksheets which consists of: title, goals, prerequisite, work procedures, discussion and conclusion.
 - b. Adding pictures to support explanation about steps of activities in student worksheets.

B. IMPLEMENTATION

The next Step of this community service was the implementation of the program which consists of the following phases "planning, acting, try out, and final product of students worksheets.

The activities which were done in the planning were: preliminary study and need analysis in order to determine worksheets development design and to know the need of student worksheets that will be developed. In planning, collecting references activities in correlation with teaching materials as well as determining the worksheets as teaching materials were also done. After that, we prepared materials for technical assistance such as scientific approach in integrated thematic learning and procedures to compose student worksheets.

The second phase was acting which consists of the following activities:

- a. Introducing scientific approach used for integrated thematic learning
This training was given to the elementary school teachers of SD 1 Karanganyar Demak and SD 2 Wilalung Demak in may 2015. This assistance is aimed at implementing scientific approach which is them realized in student worksheets.
- b. Composing student worksheets as teaching materials adjusted with scientific approach. In this activity, the teachers were given examples materials which were integrated in thematic learning and student worksheets is the result of it. In this activities, selecting materials (based on core competence and basic competence) adjusted with the grade taught by the teachers was done.

The nest activity was delivering material about composing teaching materials which would be used in student worksheets according to appropriate teaching media. In this activities, first of all guided by the community service team, the participants determined the grade or class and standard of competence which would be composed to be student worksheets. Then they

composed LKS which was adjusted with the draft that they had prepared in the previous meeting. After the student worksheets had been finished the they were adjusted with teaching media.

The LKS composed by the participants consists of the following components:

- a. LKS number to make it easier for teachers to recognize and use that LKS
 - 1) Title of activity which consists of theme according ttto basic competence for example environment
 - 2) Learning goals which are according to basic competence
 - 3) Tools and materials (if needed) completed with pictures
 - 4) Work procedures which consists of work instruction to make it easier for students to do learning activities completed with pictures
 - 5) Data Table in which students can write down observation results and measurement. If the activity doesn't need data, the table can be replaced with empty box which can be used to write, draw, or calculate
 - 6) Discussion materials consisting of questions which guide students to do analysis and conceptualization. For some subjects, such as language, discussion materials can be in the form of reflective questions (modification from Suyanto, 2006).



Picture 1. Participants were determining core competence, basic competence and materials



Picture 2. Team members were guiding the participants when they were composing LKS



C. COMPOSING STUDENT WORKSHEETS ASSISTANCE TO IMPROVE TEACHERS' QUALITY IN TEACHING

During the training, all the teachers were seen to be enthusiastic and tried to be involved in all activities. They also tried to compose the LKS seriously as guided by the community service team. As a result most of the participants were able to compose LKS which were adjusted with the class that they teach. The LKS that they had composed consist of several components: title of activity, learning goals, work procedures, data table and conclusion. In general, this program could run well. However, there were some problems appeared during the implementation such as not all teachers were familiar with the using of notebook and internet. Another problem was actually the teachers had well understanding in theory about composing LKS, but in the implementation they still difficult found difficulties. To solve the problems, community service team facilitated and guided the participants individually so that they could finish their LKS. The following are the product of LKS composed by all participants.



Picture 3. LKS composed by the participants

Considering that student worksheets is one of the factors which can influence the success of teaching learning process, then teachers should be able to compose LKS by themselves.

CONCLUSION

In general, the community service activity under the theme composing student worksheets assistance to improve the elementary school teachers' quality in teaching could run successfully. It could be seen from the result of student worksheets composed by the teachers which have been implemented to their students. Hopefully, by being able to compose appropriate student worksheets, teachers' quality in teaching are improved as well.

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